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ABSTRACT

A follow-up study was conducted among new students at West Los Angeles College (WLAC) to identify student characteristics, educational goals, and objectives; and to relate these characteristics to student attrition. Subjects for the study were 483 first-time freshmen enrolled at WLAC in Fall 1977. This initial sample was surveyed again one year later and classified as either returning or non-returning students. Findings indicated that, of new students at WLAC, 56% attended for practical reasons, 32% because of the educational programs offered, and 23% reported that their primary reason for attendance was personal interest and growth. Of the respondents, 39% were pursuing job-related goals, while 34% intended to earn college transfer credits. Of the original sample, 71% did not return the following fall; 40% of the original sample registered but never completed any academic units. Retention was highest among those students stating an intention to transfer and lowest among those students stating personal interest as their reason for college attendance. The non-returning students tended to be older individuals with limited or specific objectives who planned to take selected courses rather than enter degree-oriented programs. The survey instruments used in the study are appended and partial results are presented in tables. (DR)

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# WEST LOS ANGELES COLLEGE

# STUDENT FOLLOW-UP STUDY

# PROJECT REPORT

MARCH, 1979

prepared by:

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## A. MODELS FOR STUDENT FOLLOW-UP RESEARCH: OVERVIEW

### 1. Introduction

A long-standing interest exists in discovering and measuring the effect(s) of college on students. For college administrators, these data have generally provided useful information for 1) evaluating existing educational programs, 2) developing new programs, and 3) predicting and planning for future needs. More recently, because of projections of declining enrollments, it has become increasingly important to understand why some students persist in college and complete a degree, while others do not. The identification of demographic and attitudinal correlates of persisting and non-persisting students has characterized the majority of previous student follow-up research and several extensive and sophisticated systems have been developed to obtain this information.

### 2. ALEXANDER ASTIN RESEARCH PROJECT

Probably the largest research project on college persistence has been conducted by Alexander Astin (from the UCLA School of Education) and is found in his book Preventing Students from Dropping Out. In this longitudinal[1] study, Astin surveyed the backgrounds, reasons for choosing a particular college, and the educational and career goals of more than 200,000 entering freshman at 358 two- and four-year colleges during the fall of 1968. Four years later in 1972, 101,000 students were randomly selected and followed up. In the follow-up questionnaires, information on the students' progress and experiences since entering college was obtained. These longitudinal data,

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[1] A longitudinal study collects information about the same individuals over a period time in an effort to note changes that take place between different points in time.

## I. INTRODUCTION

Over the past decade, the picture of the typical community college student has radically changed. In its place, the concept of the "new student" has emerged and many individuals in this category have entered onto community college campus. According to the California Postsecondary Education Commission report, Through the Open Door, February 1976, individuals in this "new student"category include:

> the educationally and economically disadvantaged, the physically handicapped, women reentering postsecondary education, senior citizens, workers needing training for relicensing, and high school students who can profit from college courses. (p.i)

From this brief list, an obvious inference is that these "new students", many of whom attend part-time with limited educational objectives, bring with them new expectations about their college experience, new educational and personal goals, new values , and new problems of growth and fulfillment that cannot be met or resolved within traditional or transfer oriented programs. Focusing on these specific attributes of a new and evolving student population, the purpose of the present study is two-fold: (1) to identify these new students' characteristics, educational goals, and objectives; and, (2) to understand the relationship between these factors and the students' "success" or "failure" in a community college.

matching entry and follow-up responses, were then analyzed and several prediction models were generated to estimate an individual's chances of dropping out of college. According to Astin's analysis, the entering freshman most likely to drop-out of college has a poor academic record from high school, low aspirations, poor study habits, relatively uneducated parents, and is older than most other freshmen.

This description sounds strikingly like the community college's "new student" described earlier. Unfortunately, Astin included in his sample of "non-persisters" only those students who, as freshmen, planned to earn a bachelor's or higher degree. As a result, these data are of only limited utility in understanding the problems specific to community college freshmen who, upon entering college have no degree plans or plan only to earn an occupational certificate or an associate degree.

In spite of this sampling bias, Astin's work served as a methodological model for the follow-up at WLAC. In particular, the use of a longitudinal design to correlate an individual's initial goals with his or her future outcome is significant because it identifies potential courses. In addition, Astin's method of surveying both persisters and non-persisters allows for numerous valuable comparisons.

3. Texas Student Information System (SIS)

Although Astin drew his data from probably the largest sample of college students, the Student Information System (SIS) developed by Project Follow-Up in the state of Texas is equally noteworthy. In addition to being a highly developed state-wide system of student

follow-up research, SIS is specifically designed for and utilized in community colleges in Texas. Basically, the system includes instruments for assessing educational intent, reasons for withdrawal from courses and college, and graduate and employer follow-up.

4. Student Accountability Model (SAM)

A third major system that has been developed to address the issue of follow-up methodology is the Student Accountability Model (SAM). SAM was designed in the Los Angeles Community College District for use in California community colleges. Its development was influenced by the need to maintain improved occupation (career) student follow-up so that colleges might comply with the recordkeeping demands of the 1968 Vocational Education Act.

SAM is a computerized follow-up system composed of two components. The first, a student accounting component, is designed to categorize occupational courses and then identify student majors according to the courses students take. The second component is student follow-up. This aspect of the system generates a follow-up matrix by classifying non-continuing students in terms of thier majors and level of accomplishment. With the matrix, specific cells may be selected and questionnaires distributed.

5. Other Follow-up Studies

In addition to the three systems previously discussed, numerous other followup studies have been conducted in community colleges throughout the country. These studies serve as sources of ideas and precautions in formulating a follow-up research design and

methodology. Many of these ideas have been incorporated into the design and the questionnaires used in this study.

B. PROJECT GOALS

As previously noted, the general purpose of this project was to conduct student research and follow-up system at WLAC in order to identify and understand the nature and outcome of student characteristics. Within this larger purpose, there are a number of meaningful and interdependent goals.

1. Identify the major factors influencing students' decisions to attend WLAC.

2. Determine the short and long-term educational objectives of entering WLAC students.

3. Evaluate, through the use of follow-up questionnaires, students' college experience including progress toward their goal, the use and evaluation of college services, and the relationship between these experiences and jobs or transfer collegs.

4. Appraise the complex relationship between student goals upon entering WLAC and final educational or personal outcome

5. Examine the differences between returning and non-returning students (based on a one-year followup) in terms of demographic characteristics, stated goals, their use and evaluation of college services, and their academic achievement.

C. METHOD

1. Implementation

In order to accomplish these goals, the present project was designed as a longitudinal survey research study. The research endeavored to relate the goals and objectives of entering students to their eventual outcome, progress, and evaluation of their college experiences. All new students were asked to respond to a questionnaire for new students given to them at the time of their initial registration at WLAC. One year later, a random sample of these students received a second questionnaire designed to follow-up their responses to the first questionnaire. The results of these two survey questionnaires (entry and follow-up) were then combined with independent assessments of the students' educational progress at WLAC.

2. Subjects

The subjects for this study were 483 first-time freshmen and transfer students who enrolled at WLAC in the Fall 1977 semester. These 483 students were randomly selected (on the basis of the last two digits of their social security number) from nearly 5,000 students entering WLAC as new students in Fall 1977.

3. Followup

The initial sample of 483 students was surveyed one year later during the Fall 1978 semester. At that time the original sample was divided into two groups, Returning and Non-Returning students. This identification was based on the fourth week census

report. Returning students were those individuals from the original sample included on the fourth week study list, whether or not they were currently enrolled in classes at WLAC. The Non-Returning student group was composed of the remainder of the sample. The results of this analysis divided the original sample of 483 entering students into two groups, with 139 Returning and 344 Non-Returning students.

4. Data Collection

Three primary sources of data constituted the basis for this follow-up study: (a) student applications, (b) entry and follow-up questionnaires, and (c) students' cumulative records.

a) Student applications were the primary source of demographic information for the study. Included in the data available from the application were: an identification number (social security number), student's name, address, sex, age, ethnic background, college major, and extent of previous college work completed. This information was obtained through existing application and data processing procedures at WLAC.

b) Questionnaire responses were the second major source of data which was collected. Basically, three separate questionnaires were developed -- one entry questionnaire and two follow-up questionnaires. Each of these questionnaires is briefly described in the following paragraphs.

The Educational Objectives Questionnaire (EOQ), which is included in Appendix A, is a brief, objective response format survey included as part of the Fall 1977 registration process for new students at WLAC. The EOQ contains questions to assess new students' short and

long-term educational goals, major factors influencing their decision to attend WLAC, employment status, and plans to attend WLAC in the future.

The two follow-up questionnaires, also included in Appendix A, are the Returning Student Questionnaire (RSQ) and the Non-Returning Student Questionnaire (NSQ). Like the EOQ, these two follow-up questionnaires are brief (one page), with objective response formats. The primary focus of these instruments was again to assess the students' goals and objectives, current work and/or school status, and their major field of study. The RSQ and NSQ also included questions concerning the students' use and evaluation of college programs and services, their primary reasons for remaining at or leaving WLAC, and their overall satisfaction with their educational experiences at WLAC. In addition, the NSQ requested information from former students relating the impact of their education at WLAC to their present job status or college work.

The follow-up questionnaires were first mailed in late November 1978. A second mailing in mid-December 1978 and a third mailing in early January 1979 were also made to encourage a full response from the sample. As a result of the three mailings, 193 questionnaires (93 RSQ and 100 NRQ) were completed and returned. In addition, 151 questionnaires were returned by the Post Office as undeliverable because addressees had moved and left no forwarding address. These 151 students, nearly one-third (31.3%) of the sample population, illustrate the highly mobile and changing student population

enrolled in WLAC. The remaining 139 (28.8%) students did not respond to the three mailings; however, data from these individuals were available from the EOQ and the cumulative record and have been included in the results of the study.

c) Students' cumulative records were the third data source utilized. These data included information on the students' academic progress and success at WLAC. Among the variables considered were: number of units attempted and completed, grade point average, number of withdrawals, and the number of basic skills and English classes completed at WLAC.

## II. RESULTS AND DISCUSSION

This section presents a review of the data collected in this longitudinal study. Since nearly 100 variables are involved, this section attempts only to highlight and summarize findings of particular interest and importance. A complete breakdown of the distribution of responses for the entire data set is included in Appendix B.

The findings summarized are divided into the following sections: a) Application and Educational Objectives, b) Academic Progress, c) Use and Evaluation of Services, and d) Follow-up.

### A. Application and Educational Objectives (Table 2)

New students entering WLAC for the Fall 1977 semester can be demographically characterized as follows: sex 58% women, 42% men; age 26.5% under 20 years of age, 22.6% between 20 and 24, 19.5% between 25 and 29, 17% between 30 and 39, and 14.5% 40 or older; ethnic identification 42.9% identified themselves as Black, 23.8% other white, 5% Mexican-American, and 22.4% declined to state. Among these students

47.6% reported themselves living in a household with one or two others, while 22.5% said they were living with three or four others, and 17.5% were living alone. In addition, of the 296 individuals who responded to a question regarding the annual income of their household 58.8% reported an income of more than $7,500 and 41.2% reported making less than $7,500 annually.

Generally speaking, the new students described above came to WLAC and registered for classes throughout the entire six-week registration period for new students. The one exception to this fact were the 16.4% of the population who registered during the first week of classes. At the beginning of this study it was hypothesized that those individuals who registered after the start of classes would be the first to drop and those registering early would show the greatest retention. While the second hypothesis seems to be confirmed (students registering early in the new student registration period showing greater than average retention: approximately 39% compared to the population retention rate of 28.8%), the new students who registered after the start of classes tended to remain in school to an extend approximating but slightly less than the average (25.3% compared to 28.8%). Since students registering in the first two weeks of new student registration must have submitted their applications for admission when they first became available the previous spring, registration dates are on a first come first serve basis, this finding suggests a possible relationship between prior planning and retention. That is, students who know in advance (early spring) that they will be attending WLAC in the fall seem to be more likely candidates for remaining in school and attaining their educational

objectives.

A final variable is the number of units these new students registered for in their first semester at WLAC (Table 2-2). Approximately 32% of the students included in the sample registered for 3 units or less for their first semester, with an additional 24.4% enrolling for between four and six units, 14.7% for from seven to nine units, 13.9% for from ten to twelve units, and 15.5% of the students for thirteen or more units. In other words, nearly 85% of the sample would be considered part-time students, while only 15% would be considered full-time by traditional standards and Los Angeles Community College District (LACCD) policy.

In addition to these demographic variables describing the new students at WLAC, the results drawn from the "Educational Objectives Questionnaire" further describe the student population entering WLAC in the Fall 1977 semester.

Based on the entering students' responses to the twelve questions included on the questionnaire, the typical new student decided to attend WLAC either for practical needs (56%)*, or because of the educational programs offered in the college (32%) (see Table 1.1). As far as their goals are concerned (Table 1-1),39% are pursuing job related goals, while 34% intend to earn college transfer credits. More significantly,

*These percentages are based on the distribution of responses made by those answering each question.

however, nearly one quarter of the new students (23%) reported that their primary goal at West was "personal interest and growth." Following from this stated educational objective, 46% of those responding reported that they planned to pursue their goal by "only taking selected course(s)" compared to those planning to "earn an Associate in Arts degree" (23%) or "complete transfer requirements" (26%) (Table 1-2). Despite this variation in goals, and means of attaining them , 59% of the new students still reported that they intended to earn a bachelor's degree or higher in college, compared to 13% seeking the Associate in Arts degree and 4% whose highest degree goal was the certificate. The most important aspect of this question about long-term educational plans is the fact that 22% of those who responded stated that they had no plans to earn a degree now or in the future (Table 1-2). WLAC's new students can be further characterized as working students (80%), with nearly half (43%) working more than 30 hours per week (30 or more hours per week is considered by the U.S. Department of Labor as Full-time employment). Perhaps the most surprising finding in this picture of students' view on their education was the response to the final question on the questionnaire (Table 1-3): "After this semester will you enroll again at WLAC?" While 48% answered this question affirmatively, more than a third (42%) of the new students entering West for the first time reported that they were undecided about returning, <u>even before they had attended any classes.</u> This finding is particularly meaningful in light of the attrition concerns of community colleges. Numerically, these undecided

students generally parallel the proportion of students who, after once attending the college, fail to return for subsequent semesters. In fact, however, when these students were followed-up one year later (Table 3 ), 78.1% of those who were undecided about returning to WLAC were no longer enrolled in the college. This figure is somewhat higher than the sample average of 71.2% of the students not returning for the Fall 1978 semester. This attrition percentage for the undecided student can further be contrasted to that of the students who said they would return for the following semester.

In the case of these students, 35% were still enrolled in the Fall 1978 semester, approximately 6% more than the sample as a whole. This observed difference might be explained by the fact that while 58% of those students who say they will return plan to pursue either an Associate in Arts or transfer program and 33% plan to take selected classes, nearly 60% of those who are undecided about returning for the next semester plan only to take selected courses. Apparently they are approaching the college with limited or tentative expectations about reaching their educational goals. Perhaps this indecision could be eased by a greater focus on students' educational/career goals and their educational, financial, and personal needs for attending and succeeding in college.

B. Academic Progress

Once the students in the sample entered WLAC, no further contact with them was established until the start of the Fall 1978 semester. At that time three activities took place: 1) students were identified as currently enrolled (Returning) or not enrolled (Non-Returning); 2) they were surveyed with one of two follow-up questionnaires, and 3) their

cumulative academic records were obtained and coded for analysis. The results of this analysis of students' academic progress at WLAC are summarized in this section.

From the original sample of 483 new students enrolling in WLAC for the Fall 1977 semester, by the start of the Fall 1978 semester 24% did not complete a single semester, 41% completed one semester's work, and 35% completed two semesters (Table 4). More significant, however, is the fact that 45% of the sample completed zero units during the one year of the sample (Table 5). Looked at another way, 40% of the entire sample were non-returning students who had not earned a single unit at WLAC. Of the remaining 55% who completed course work at WLAC, 15% completed between one to three units, 10% completed between four to six units, 11.6% completed between seven and twelve units and 18% completed for than twelve units in two semesters. From these data on progress at WLAC it is apparent that nearly twice as many students enroll in the college in a given semester than complete units. This again suggests a need for further analysis of why individuals enroll in, complete, or withdraw from classes. This attrition fact is not new to many instructors who regularly see the drop between registration time and the start of classes on their roll sheets and the subsequent attrition once classes begin. However, it is a new finding of this study that the largest drop-out (40%) occurred before any work is completed. This suggests an approach to recruiting new students which seeks out students who will be more likely to persist in school rather than

aiming merely for numbers alone. Naturally, in spite of the theoretical benefit of recruiting future graduates, the task is difficult, but not impossible.

The distribution for the cumulative Grade Point Average (GPA) (Table 6 ) reflects this same failure to complete courses with 47% of the sample population showing a 0.0 GPA, 10% below 2.0, 19% between 2.0 and 2.9, 16.4% between 3.0 and 3.9, and 6.8% with a 4.0 average.

Another factor abstracted from the students' cumulative records is the number of units of "W" (withdrawal) recorded on transcripts. The results of this analysis (Table 6 ) show that 50.5% of the population withdrew from zero units and 20.1% withdrew from only three units. Yet when finding is considered with the fact that 45% of the sample population completed zero units, it suggests that the majority of these students with zero units completed either never attended the courses they had enrolled in or had withdrawn from or been excluded prior to the fourth week of the semester, so that no W's appear on the transcript.

Basic skills and English classes are offered at WLAC to help prepare students to perform successfully in their college program. Two other variables considered in the present analysis were the number of these classes completed by the student and the relationship of these classes to success or persistence at WLAC. Generally speaking, basic skills courses were not completed by a significant percentage of the sample population (Table 7 ). In fact, only 7.2% of the sample completed one

or more of these classes. However, students completing one or more of these classes were almost twice as likely to remain in school than their peers who did not. While this finding is only the weakest of correlations, it tends to support the need of many students for developmental skills, suggesting another focus for further consideration and possible intervention.

Completion of English classes is similar to student completion of basic skills classes. While only a small proportion of the student population completed any coursework in English (6.8%), those who completed one or more courses were much more likely to persist at WLAC (51%) than the population as a whole (28.8%).

In general, this review of the progress of students over the course of one academic year is rather disappointing with nearly half completing no credit course work whatsoever. This suggests once more a need for reevaluating the policies for and means of recruiting potential students to the college and the procedures for registering them into classes. The goal of such a reevaluation would be to increase the efficiency of a recruiting mechanism, with the goal of recruiting students likely to persist in reaching their goal.

C. Use and Evaluation of Services

A third area of concern in the present study was the use of the various College services and their relationship, if any, to student retention. Data dealing with this question were collected as part of the follow-up questionnaires mailed during the Fall 1978 semester. Responses from both Returning and Non-Returning students which are presented in

Tables 8 and 9, are summarized in the following paragraphs.

In general, the responses indicate that, with several exceptions, relatively few students make active use of the various college services available to them. This is evident from the responses in tables and , which show that more than two-thirds of the Returning students and three-quarters of the Non-Returning students "never used" EOP&S, Financial Aids, Placement, Health Office, Child Care, Student Activities, Athletics, Instructional Center, Community Services, and Outreach Classes.

The one exception to the general lack of use of student services was in counseling. For Returning students, 62% reported having made use of the counseling services, with 36% rating them as good, 19% average and 7% poor. In the case of the Non-Returning students, 46% reported prior use of counseling with 21% rating the service as good, 14% average and 11% poor.

Clearly, aside from the "Admissions Office" area and "Courses and Instruction" where all students must pass through (although 20% of the Non Returning students reported no contact with instruction), counseling is a highly regarded (especially with successful students) student service area which could be the focus for the retention-minded interventions suggested by the data. If we continue to believe that student services help retain students the findings here suggest a need for student services to intensify their efforts to attract and serve students.

D. Follow-up

Responses from the two follow-up questionnaires and their relationship to the other three sources of student data are the focus of this section. A final characterization of these data will require considerable additional time and computer analysis. Thus, at this time only preliminary findings from the follow-up questionnaires are summarized (and included in the attached tables 10, 11, 12, 13 and 14).

Probably the most significant area for analysis is the relationship between an individual's goals and his or her ability or success in achieving them.

As stated previously, 39% of the student sample population were pursuing job related goals, 34% planned to earn credits toward transferring, and 23% reported that their primary goal was "personal interest." The follow-up responses to this same question are presented in Table . One year later, Returning students stated that their primary goals was to earn transfer credit (41.3%), and 40.3% attending to obtain or improve their job-related skills, and only 16.3% attending for personal interest. These percentages can be contrasted with those of the Non-Returning students who stated that their primary objectives were for job related training (38.8%), transfer (31.6%), and personal interest (25.5%). Another aspect of this same issue is the finding that retention is highest among those students whose original goal was to transfer (35.5%) and lowest among those with personal interest as their goal at WLAC (22.6%). It is interesting to note and further examine the fact that 56.8% of the Non Returning students reported that they were "able to achieve" their goal at WLAC.

The Returning student can be characterized as either degree-oriented (with 50.6% working toward an AA or transfer program) or personally motivated(by taking only selected classes, 46.2%). This is in contrast to the Non Returning students' responding to the follow-up questionnaire, who stated that they primarily took selected classes (81.7%), with only 10% following a plan for either an AA or transfer major. (Table 12)

Concerning majors (Table 10), both the Returning and Non-Returning students reported themselves most frequently as Business majors (46.5%, 41.8%). Of note, however, is the fact that being an undecided major was much more common among Non Returning students (19% compared to 8.5% for Returning students).

As in the initial survey, the majority of Returning students are employed (73.3%) with over two-thirds (67.6%) working full time (Table 10.3). This compares favorably with the Non Returning student survey which found 60% of the respondents working full-time and another 20% reporting that they work part time (Table 11.2). In addition, it appears that of the Non-Returning students surveyed, 68.7% report that they are not currently attending College (Table 11.3).

When the Non-Returning students were asked the most important reason for their decision to stop attending WLAC, 22% indicated a job-related factor, followed by 19.5% stating that they had achieved their goal, 15.9% indicating personal/family problems, and 14.6% noting transportation problems/moved. In addition, 9.8% felt that their

dissatisfaction with WLAC was the primary reason for leaving the College. These reasons for leaving WLAC can be contrasted with the parallel question on the Returning student questionnaire which asked the continuing students why they were still attending. In response to this question, 35.6% felt that their personal commitment to their goals was the primary factor for their persisting at WLAC (Table 10-4). This primary reason is followed by practical factors (28.9%), instruction and programs (22.2%), and personal satisfaction (11.1%).

The final question which was included on both the Returning and Non-Returning student questionnaires concerned the students' overall rating of their educational experiences at WLAC (Tables 10-5 and 11-4). In general, both groups rated their experiences at WLAC as satisfying or very satisfying (67.8% Returning, 61.3% Non Returning). However, 15% of those not returning to WLAC stated that they were either disappointed or very disappointed with WLAC.

In general, then, the two follow-up questionnaires show no extreme differences between the two groups sampled expect that a significant portion of the continuing students sampled were personally committed to their goals, working toward either job-or transfer-related goals and relatively set on a major. On the other hand, students in the Non-Returning student group were to a greater extend interested in personal interest, taking selected courses and, to a greater extent than the continuing students, were undecided about their major course of study. From

the survey results, the major differences between these two groups seem to be in the impact of outside factors, such as job and family, on their ability to continue at WLAC. Perhaps these factors interact with the personal commitment expressed by continuing students.

In addition to the questions asked of both Returning and Non-Returning students, the questionnaire mailed to the Non-Returning student group included several questions about their work and school experiences since leaving WLAC. Briefly, the responses to these questions reveal that: 1) for those former students who are now working, 45.2% said that their job was not related to their coursework at WLAC while 31.5% said that their classwork was directly related to their job (Table 11-5). 2) 57.5% of those sampled said that the courses they took at WLAC helped them perform their job better (Table 11-6). 3) 47.9% also said that the courses at WLAC helped make their job more satisfying (Table 11.6) 4) 45.2% said they would recommend WLAC to others in their field (Table 11.7). Finally, over three-quarters (77.5%) of those responding indicated that they plan to return to school for additional training in the future (Table 11.7).

For those responding to the follow-up questionnaire who indicated they were currently, or had attended another school since leaving WLAC, 45.5% attended another community college, and 27.3% were at a California State University. When asked how well WLAC prepared them for continuing their education, 37.2% said very well, 39.5% said adequately, and 23.3%

felt they had been poorly prepared. This response may be tied, in part, to the fact that nearly 91% of those responding indicated some problems in transferring to another school, although the types of problems were not specified.

In general then, responses to these two groups of questions indicate mixed feelings, on the part of former students about their experiences at WLAC.

## III. CONCLUSION

Superficially, or to a casual observer, WLAC appears to be a single unified "comprehensive" community college. However, the analysis of the data of this study reveals two distinct institutions operating within the same walls. These two institutions and the student populations they serve can be characterized as follows:

WEST-I: a "traditional" community college which offers two-year occupational, transfer and general education degree programs. The individuals attending WEST-I are students identified in general, by the present study as "Returning" students. These students tend to be younger, attending full time, taking a prescribed course of study towards an Associate or transfer degree, with the long term goal of earning an Associate degree or higher. In addition, the greatest percentage of these students attribute their continuing attendance at WEST-I to their "personal committment" to an educational/career goal.

WEST-II: The other institution operating within the College's walls is called WEST-II, which provides adult education and serves in many cases, the population identified in the present study as "Non-

Returning" students. These students attending WEST-II tend to be older individuals who come to college with more limited or quite specific objectives than the students enrolling in WEST-I. These WEST-II students plan to take (or maybe look into taking) a selected course or two for the purpose of personal growth and interest, e.g. Psychology, Theatre Arts; job skills development, e.g. Real Estate, Secretarial Science; or recreation, e.g. Yoga, Drawing. These students generally are not nearly as degree oriented as their counterparts in WEST-I and tend to be more undecided about the direction and scope of their educational plans.

Traditionally, when the populations of WEST-I and WEST-II are combined and analyzed, the tendency has been to use the Returning "traditional" students as measures of success for the College. By distinguishing between the two separate institutions which both carry the name WLAC, a radically different perspective emerges, defined by different criteria for measuring success and failure.

For the student whose intention was to complete the requirements for a degree, and enter some occupation or transfer to a baccalaureate-granting institution, success may be measured by whether or not stated goals have been accomplished with the student remaining in school to earn a degree. This is the standard measure of retention for the "traditional" college student.

However, the student whose objectives are more limited, e.g., the adult education student in WEST-II, success can neither be defined nor measured by the same criteria. The fact that many of these students do

not continue at WLAC for continuous semesters is not an indication of failure on their part or on the part of the college. In many, perhaps most cases, the educational needs and expectations of these students have been satisfied. This statement is supported by the fact that more than half of the Non-Returning students responding to the questionnaire indicated that they had achieved their goals at WLAC and nearly two-thirds were reportedly pleased with their overall educational experience. In addition, a large majority of these former students stated that they plan to return to college at some future time in order to continue their education.

What the discussion of WEST-I and WEST-II suggests is a need on the part of College faculty and administration to reevaluate seriously the College's role and bring their expectations into consonance with the expectations of its (the College's) students. The College must turn around the superficial failure of high attrition and emphasize instead the true success which is just below the surface data. Most importantly, this necessary realignment of expectations will shortly become more crucial as accountability for funding becomes a reality.

In conclusion, this report is only a first step in the analysis and interpretation of a large volume of data. Each reader would necessarily bring his or her own experience and perspective on the data and their significance. However, it is possible to say that one may infer from these data, that it is the students who largely determine the nature of a college, certain faculty and administration preconceptions notwithstanding. This seems to be a fact we must learn to live with.

## IV. APPENDICES

August 1, 1977

Dear Student:

West Los Angeles College is growing and changing. Looking around the campus you can see our new buildings. Looking in the college catalogue you can see new courses and programs for you, our students.

So that WLAC can continue to grow in ways that serve you, we are asking for your help in answering these few questions.

In addition to these questions, some of you may receive more questions in the mail later this year. Your response and return of these questions will help keep us informed and responsive to your needs.

Thank you for your help, now and in the future.

Sincerely,

Stephen S. Kane
Dean of Students

A. HOW MANY PEOPLE ARE THERE IN YOUR PRESENT HOUSEHOLD?

_____ only myself
_____ myself plus 1 or 2 others
_____ myself plus 3 or 4 others
_____ myself plus 5 or 6 others
_____ myself plus more than 6 others

B. WHAT IS YOUR HOUSEHOLD'S ANNUAL INCOME?

_____ less than $2,500
_____ between $2,500 and $5,000
_____ between $5,000 and $7,500
_____ more than $7,500

1. WHY DID YOU DECIDE TO ATTEND WLAC?
(Mark only one)

(1) practical needs (cost, location)
(2) educational programs (degrees, courses)
(3) athletic programs
(4) financial aid (EOP, GI Bill)
(5) social needs
(6) other (please explain on the reverse side)

2. WHO MOST INFLUENCED YOUR DECISION?
(mark only one)

(1) WLAC recruiter
(2) WLAC publicity
(3) WLAC student(s)
(4) parents or friends
(5) high school staff
(6) employer
(7) personal decision
(8) other (please explain on the reverse side)

3. WHAT IS YOUR PRIMARY GOAL AT WLAC?
(mark only one)

(1) obtain new job skills
(2) improve existing job skills
(3) earn college transfer credit
(4) personal interest and growth
(5) meet new and interesting people
(6) find out what college is like
(7) other (please explain on the reverse side)

4. HOW DO YOU PLAN TO REACH YOUR GOAL?
(mark only one)

(1) only take selected course(s)
(2) complete one year Certificate
(3) earn an Associate in Arts degree
(4) complete transfer requirements
(5) other (please explain on the reverse side)

5. RATE YOUR CHANCES OF REACHING YOUR GOAL?
(mark only one)

(1) very good
(2) good
(3) about 50/50
(4) poor
(5) very poor

6. WHAT IS THE HIGHEST COLLEGE DEGREE YOU INTEND TO EARN? (mark only one)

(1) no degree plans
(2) Certificant
(3) Associate in Arts degree AA
(4) Bachelor's degree BA, BS
(5) Graduate degree MA, MS, PhD
(6) Professional degree MD, JD
(7) other (please explain on the reverse side)

7. ARE YOU NOW WORKING AT A JOB FOR WHICH YOU ARE BEING PAID?

If no, WILL YOU LOOK FOR WORK WHILE ATTENDING WLAC?

no
yes

7. (cont.) If yes, HOW MANY HOURS PER WEEK?

Less than 10
Between 10 and 30
More than 30

8. IF YOU ARE WORKING, IS YOUR JOB RELATED TO YOUR COURSE(S)?

no
yes

9. IS THIS YOUR FIRST SEMESTER AT WLAC?

no
yes

10. AFTER THIS SEMESTER, WILL YOU ENROLL AGAIN AT WLAC?

undecided
yes, WHEN?
no, PLEASE EXPLAIN WHY NOT ON THE REVERSE SIDE.

NAME _____

SOCIAL SECURITY NO. _____

**1. AT THE PRESENT TIME, WHAT IS YOUR PRIMARY GOAL AT *WLAC?* *(mark only one)***

- O obtain new job skills
- O improve existing skills
- O earn college transfer credit
- O personal interest and growth
- O meet new and interesting people
- O other (please explain on the reverse side)

**2. HAS YOUR GOAL CHANGED SINCE ENTERING *WLAC?***

- O yes
- O no

**3. HOW ARE YOU NOW WORKING TOWARD YOUR GOAL? *(mark only one)***

- O only taking selected course(s)
- O completing a one year certificate
- O earning an Associate in Arts degree
- O completing transfer requirements
- O other (please explain on the reverse side)

**4. PLEASE RATE YOUR CHANCES OF ACHIEVING YOUR GOAL.**

- O very good
- O good
- O about 50/50
- O poor
- O very poor

**5. WHEN DO YOU EXPECT TO ACHIEVE YOUR GOAL? *(mark only one)***

- O this semester
- O next semester
- O next summer
- O some future semester
- O already satisfied goal
- O no specific time
- O never

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**6. WHAT IS THE HIGHEST COLLEGE DEGREE THAT YOU INTEND TO EARN? *(mark only one)***

- O no degree plans
- O certificate
- O Associate in Arts degree AA
- O Bachelors degree BA, BS
- O graduate degree MA, MS, PhD
- O professional degree JD, MD
- O other (please explain on the reverse side)

**WEST LOS ANGELES COLLEGE**
**4800 Freshman Drive**
**Culver City, California 90230**

**Dear Student,**

**As a continuing student, your feedback is very important so that West Los Angeles College may continue to grow and change.**

**By completing these few questions and returning them in the enclosed envelope, you will be helping us to better serve the needs of all students like yourself.**

**Thank you,**

**S. Kane**
**Dean of Students**

**7. ARE YOU NOW WORKING AT A PAYING JOB?**

- O yes
- O no

**8. IF YOU ARE WORKING, HOW MANY HOURS PER WEEK?**

- O 15 or fewer
- O between 16 and 30
- O 30 or more

**9. IS YOUR JOB RELATED TO YOUR COLLEGE MAJOR?**

- O yes
- O no

**10. WHAT IS YOUR MAJOR FIELD OF STUDY AT *WLAC? (mark only one)***

- O business
- O education
- O humanities
- O engineering
- O health sciences
- O natural sciences
- O social sciences
- O technical-vocational
- O undecided
- O other

disciplines included within each of these major fields are listed on the attached sheet

**11. BASED ON YOUR EXPERIENCES AT *WLAC*, PLEASE RATE THE FOLLOWING COLLEGE ACTIVITIES AND SERVICES ACCORDING TO HOW WELL THEY HAVE SERVED YOUR PERSONAL AND EDUCATIONAL NEEDS.**
***(please respond for each item)***

| | never used | good | average | poor |
|---|---|---|---|---|
| Counseling Services | | | | |
| EOP&S Program | | | | |
| Financial Aids | | | | |
| Job Placement | | | | |
| Admissions Office | | | | |
| Health Office | | | | |
| Handicapped Services | | | | |
| Child Care Center | | | | |
| Student Activities | | | | |
| College Athletics | | | | |
| Courses and Instruction | | | | |
| Basic Skills Program | | | | |
| Instructional Center | | | | |
| Outreach Classes | | | | |
| Community Services | | | | |

**12. WHAT DO YOU CONSIDER TO BE THE <u>MOST IMPORTANT</u> REASON FOR YOUR CONTINUING TO ATTEND *WLAC? (mark only one)***

- O instruction and programs
- O counseling services
- O practical factors (cost, location)
- O financial factors (grants, loans)
- O social factors (friends, meeting people)
- O involvement in student activities
- O outside pressures to attend (family, employer)
- O personal commitment to goals
- O personal satisfaction and enjoyment
- O other (please explain on the reverse side)

**13. OVERALL, WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR EDUCATIONAL EXPERIENCES AT *WLAC?***

- O very satisfying
- O satisfying
- O neutral (OK)
- O disappointing
- O very disappointing

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NAME _____

SOCIAL SECURITY NO. _____

**1. WHAT WAS YOUR PRIMARY GOAL AT *WLAC?***
*(mark only one)*

- O obtain new job skills
- O improve existing job skills
- O earn college transfer credit
- O personal interest and growth
- O meet new and interesting people
- O other (please explain on the reverse side)

**2. WERE YOU ABLE TO ACHIEVE YOUR GOAL AT *WLAC?***

- O yes
- O no

**3. HOW DID YOU WORK TOWARD YOUR GOAL AT *WLAC?* *(mark only one)***

- O only took selected course(s)
- O completed a one year certificate
- O earned an Associate in Arts degree
- O completed transfer requirements
- O other (please explain on the reverse side)

**4. DO YOU PLAN TO RETURN TO *WLAC* IN THE FUTURE?**

- O yes, next semester
- O yes, next summer
- O yes, some future semester
- O undecided
- O no (please explain on the reverse side)

**5. WHAT IS THE HIGHEST COLLEGE DEGREE YOU INTEND TO EARN? *(mark only one)***

- O no degree plans
- O Certificate
- O Associate in Arts degree AA
- O Bachelors degree BA, BS
- O graduate degree MS, MA, PhD
- O professional degree MD, JD
- O other (please explain on the reverse side)

**6. WHAT IS YOUR PRESENT EMPLOYMENT STATUS?**
*(mark only one)*

- O employed full-time
- O employed part-time
- O unemployed, seeking a job
- O unemployed, not seeking a job
- O military on active duty
- O full-time homemaker

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**WEST LOS ANGELES COLLEGE**
**4800 Freshman Drive**
**Culver City, California 90230**

**Dear Student,**

**As a former West Los Angeles College student, your feedback is very important so that our college may continue to grow and change.**

**By completing these few questions and returning them in the enclosed envelope, you will be helping us to better serve the needs of all of those like yourself who have attended classes at our college.**

**Thank you,**

**Stephen S. Kane**
**Dean of Students**

**7. WHAT IS YOUR PRESENT SCHOOL STATUS?**
*(mark only one)*

- O not attending school
- O attending school part-time (12 units or less)
- O attending school full-time (12 units or more)

**8. WHAT WAS YOUR MAJOR FIELD OF STUDY AT *WLAC?* *(mark only one)***

- O business
- O education
- O humanities
- O engineering
- O health sciences
- O natural sciences
- O social sciences
- O technical-vocational
- O undecided
- O other (please explain on reverse side)

Subjects included within each of these major fields are listed on the attached sheet.

**9. BASED ON YOUR EXPERIENCES AT *WLAC*, PLEASE RATE EACH OF THE FOLLOWING COLLEGE ACTIVITIES AND SERVICES ACCORDING TO HOW WELL THEY HAVE SERVED YOUR PERSONAL AND EDUCATIONAL NEEDS.**
*(please respond for each item)*

| | never used | good | average | poor |
|---|---|---|---|---|
| Counseling Services | | | | |
| EOP&S Program | | | | |
| Financial Aids | | | | |
| Job Placement | | | | |
| Admissions Office | | | | |
| Health Office | | | | |
| Handicapped Services | | | | |
| Child Care Center | | | | |
| Student Activities | | | | |
| College Athletics | | | | |
| Courses and Instruction | | | | |
| Basic Skills Program | | | | |
| Instructional Center | | | | |
| Outreach Classes | | | | |
| Community Services | | | | |

**10. WHAT WAS THE MOST IMPORTANT REASON FOR YOUR DECISION TO STOP ATTENDING *WLAC?***
*(mark only one)*

- O achieved educational goal
- O changed educational goal
- O obtained full-time employment/job conflict
- O lack of financial support
- O lack of interest in courses
- O poor grades
- O dissatisfaction with WLAC courses/instruction
- O personal/family problems
- O transportation problems/moved
- O other (please explain on the reverse side)

**11. OVERALL, WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR EDUCATIONAL EXPERIENCES AT *WLAC?***

- O very satisfying
- O satisfying
- O neutral (OK)
- O disappointing
- O very disappointing

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**IF YOU HAVE BEEN EMPLOYED SINCE LEAVING *WLAC*, OR HAVE ENROLLED IN ANOTHER SCHOOL, PLEASE COMPLETE THE QUESTIONS ON THE REVERSE SIDE OF THIS FORM.**

**PLEASE USE THE SPACE PROVIDED BELOW FOR ANY EXPLANATIONS, COMMENTS OR SUGGESTIONS REGARDING YOUR EDUCATIONAL EXPERIENCES AT *WLAC*. REMEMBER TO COMPLETE BOTH SIDES OF THIS FORM.**

**OPTIONAL QUESTION:** For the benefit of future students, it would be helpful for WLAC to contact some employers to obtain additional information on how our training programs can be improved. If you agree to our contacting your employer, please complete the following.

Employer _____

Address _____

Supervisor's Name _____ Your Job Title _____

**If you are presently employed or have been employed since leaving WLAC, please answer the following questions.**

1. HOW DID YOU LOCATE YOUR JOB? *(mark only one)*
   - O held job already while at WLAC
   - O faculty at WLAC
   - O college placement office
   - O employment agency
   - O family or friends
   - O newspaper
   - O other (please explain)

2. IS (WAS) YOUR JOB RELATED TO THE COURSE(S) YOU COMPLETED AT *WLAC*?
   - O yes, directly related
   - O yes, somewhat related
   - O not at all related

3. DID THE COURSE(S) YOU TOOK AT *WLAC*:
   HELP YOU TO OBTAIN YOUR JOB
   - O yes
   - O no

   HELP YOU PERFORM YOUR JOB BETTER?
   - O yes
   - O no

   HELP YOU EARN PROMOTIONS OR PAY RAISES?
   - O yes
   - O no

   HELP MAKE YOUR JOB MORE SATISFYING?
   - O yes
   - O no

4. WOULD YOU RECOMMEND THE COURSE(S) YOU TOOK AT *WLAC* TO OTHERS IN YOUR FIELD?
   - O yes
   - O maybe
   - O no

5. HOW WELL DOES YOUR PRESENT JOB FIT YOUR LONG-RANGE GOALS?
   - O very well
   - O somewhat
   - O not at all
   - O no long-range goals

6. DO YOU PLAN TO RETURN TO SCHOOL FOR ADDITIONAL TRAINING IN THE FUTURE?
   - O yes
   - O no
   - O undecided

**If you have enrolled in another school since attending WLAC, please answer the following questions.**

1. WHAT TYPE OF SCHOOL ARE YOU CURRENTLY (OR HAVE YOU MOST RECENTLY BEEN) ATTENDING? *(mark only one)*
   - O community college
   - O state college or university (Cal State)
   - O University of California (UCLA)
   - O private college or university (USC)
   - O vocational or technical school
   - O other (please explain)

2. HOW WELL DID *WLAC* PREPARE YOU FOR CONTINUING YOUR EDUCATION?
   - O very well
   - O adequately
   - O poorly

3. WERE YOUR COURSES AT *WLAC* RELATED TO YOUR CURRENT EDUCATIONAL PROGRAM?
   - O very related
   - O somewhat related
   - O not at all related

4. DID YOU HAVE ANY PROBLEMS IN TRANSFERRING TO THIS OTHER SCHOOL?
   - O no
   - O yes

   IF SO, WHAT TYPES OF PROBLEMS?
   - O credit
   - O transcripts
   - O admissions
   - O financial
   - O academic
   - O other (please explain)

5. WHAT IS YOUR APPROXIMATE GRADE-POINT AVERAGE AT YOUR NEW SCHOOL?
   - O 3.5 or higher
   - O 3.0 - 3.4
   - O 2.5 - 2.9
   - O 2.0 - 2.4
   - O lower than 2.0
   - O no grades given at my school

6. AT THE PRESENT TIME, WHAT IS YOUR COLLEGE MAJOR OR EDUCATIONAL OBJECTIVE?

   _____

   _____

TABLE 1-1
Educational Objectives Questionnaire (EOQ)

| | | |
|---|---|---|
| 1. | WHY DID YOU DECIDE TO ATTEND WLAC? N=455 | % |
| | (1) practical needs (cost, location) | 55.6 |
| | (2) educational programs (degrees, courses) | 32.3 |
| | (3) athletic programs | 2.2 |
| | (4) financial aid (EOP, GI Bill) | 1.1 |
| | (5) social needs | 3.7 |
| | (6) Other | 5.1 |
| 2. | WHO MOST INFLUENCED YOUR DECISION? N=462 | |
| | (1) WLAC recruiter | 1.1 |
| | (2) WLAC publicity | 5.8 |
| | (3) WLAC student(s) | 7.6 |
| | (4) parents or friends | 11.9 |
| | (5) high school staff | 1.9 |
| | (6) employer | 3.7 |
| | (7) personal decision | 64.5 |
| | (8) other | 3.5 |
| 3. | WHAT IS YOUR PRIMARY GOAL AT WLAC? N=460 | |
| | (1) obtain new job skills | 25.0 |
| | (2) improve existing job skills | 14.3 |
| | (3) earn college transfer credit | 33.7 |
| | (4) personal interest and growth | 23.0 |
| | (5) meet new and interesting people | 0.4 |
| | (6) find out what college is like | 1.7 |
| | (7) other | 1.7 |

EOQ1

TABLE 1-2
Educational Objectives Questionnaire (EOQ)

| | | | |
|---|---|---|---|
| 4. | HOW DO YOU PLAN TO REACH YOUR GOAL? | N=452 | % |
| | (1) only take selected course(s) | | 46.2 |
| | (2) complete a one year Certificate | | 3.5 |
| | (3) earn an Associate in Arts degree | | 22.8 |
| | (4) complete transfer requirements | | 26.1 |
| | (5) other | | 1.3 |
| 5. | RATE YOUR CHANCES OF REACHING YOUR GOAL. | N=460 | |
| | (1) very good | | 65.4 |
| | (2) good | | 25.9 |
| | (3) about 50/50 | | 8.5 |
| | (4) poor | | 0 |
| | (5) very poor | | 0.2 |
| 6. | WHAT IS THE HIGHEST COLLEGE DEGREE YOU INTEND TO EARN? | N=451 | |
| | (1) no degree plans | | 21.7 |
| | (2) certificate | | 4.4 |
| | (3) Associate in Arts Degree - AA | | 13.1 |
| | (4) Bachelors Degree - BA, BS | | 25.7 |
| | (5) graduate degree MA, MS, PhD | | 25.7 |
| | (6) professional degree MD, JD | | 7.3 |
| | (7) other | | 2.0 |

TABLE 1-3
Educational Objectives Questionnaire (EOQ)

| | | |
|---|---|---|
| 7. ARE YOU NOW WORKING AT A JOB FOR WHICH YOU ARE BEING PAID? | N=443 | % |
| If no WILL YOU LOOK FOR WORK WHILE ATTENDING WLAC? | | |
| No | | 20.3 |
| Yes | | |
| If yes HOW MANY HOURS PER WEEK? | | |
| fewer than 15 | | 9.3 |
| between 16 and 30 | | 17.8 |
| more than 30 | | 42.9 |
| working - # hours not indicated | | 9.7 |
| 8. IF YOU ARE WORKING, IS YOUR JOB RELATED TO YOUR COURSE(S)? | N=326 | |
| no | | 55.8 |
| yes | | 44.2 |
| 9. IS THIS YOUR FIRST SEMESTER AT WLAC? | N=458 | |
| no | | |
| yes | | |
| 10. AFTER THIS SEMESTER, WILL YOU ENROLL AGAIN AT WLAC? | N=458 | |
| undecided | | 43.9 |
| yes WHEN? | | |
| (1) next semester | | 50.4 |
| (2) next summer | | 1.3 |
| (3) some future semester | | 2.0 |
| no | | 2.4 |

TABLE 1-4
Educational Objectives Questionnaire (EOQ)

| | | |
|---|---|---|
| A. HOW MANY PEOPLE ARE THERE IN YOUR PRESENT HOUSEHOLD? | N=355 | % |
| only myself | | 17.5 |
| myself plus 1 or 2 others | | 47.6 |
| myself plus 3 or 4 others | | 22.5 |
| myself plus 5 or 6 others | | 9.3 |
| myself plus more than 6 others | | 3.1 |
| B. WHAT IS YOUR HOUSEHOLD'S ANNUAL INCOME? | N=296 | |
| less than $2,500 | | 12.5 |
| between $2,500 and $5,000 | | 17.6 |
| between $5,000 and $7,500 | | 11.1 |
| more than $7,500 | | 58.8 |

Table 2-1
Application and Educational Objectives

Age

| | N | % |
|---|---|---|
| Under 20 | 128 | 26.5 |
| 20 - 24 | 109 | 22.6 |
| 25 - 29 | 94 | 19.5 |
| 30 - 39 | 82 | 17.0 |
| 40 - 49 | 39 | 8.1 |
| 50 - 59 | 24 | 5.0 |
| 60+ | 7 | 1.4 |
| | 483 | |

Sex

| | N | % |
|---|---|---|
| women | 280 | 58 |
| men | 202 | 42 |
| | 482 | |

Ethnic Identification

| | N | % |
|---|---|---|
| Indian | 5 | 1.0 |
| Black | 207 | 42.9 |
| Mexican-American | 24 | 5.0 |
| Asian | 14 | 2.9 |
| Filipino | 5 | 1.0 |
| Other White | 115 | 23.8 |
| Other Non-Caucasion | 5 | 1.0 |
| Decline to state | 108 | 22.4 |
| | 483 | |

Table 2-2
Application and Educational Objectives

Registration Date

| | N | % |
|---|---|---|
| week one | 43 | 8.9 |
| two | 120 | 24.8 |
| three | 75 | 15.5 |
| four | 52 | 10.8 |
| five | 71 | 14.7 |
| six | 43 | 8.9 |
| first week of school | 79 | 16.4 |
| | 483 | |

Registered Units

| | N | % |
|---|---|---|
| 0 | 10 | 2.1 |
| 1 - 3 | 142 | 29.4 |
| 4 - 6 | 118 | 24.4 |
| 7 - 9 | 71 | 14.7 |
| 10 - 12 | 67 | 13.9 |
| 13 - 15 | 52 | 10.8 |
| 16 - 20 | 17 | 3.5 |
| 21+ | 6 | 1.2 |
| | 483 | |

Table 3

Plan to Enroll Again X Status

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| undecided | 44 | 21.9 | 157 | 78.1 | 210 | 41.6 |
| next semester | 80 | 34.6 | 151 | 65.4 | 231 | 47.8 |
| next summer | 1 | 16.7 | 5 | 83.3 | 6 | 1.2 |
| future semester | 3 | 33.3 | 6 | 66.2 | 9 | 1.9 |
| no | 3 | 27.5 | 8 | 72.7 | 11 | 2.3 |
| no response | 8 | 32.0 | 17 | 68.0 | 25 | 5.2 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

undecided worse than overall retention data

next semester better than overall retention data

suggests possible focus for intervention
why undecided? may be related to student having no educational/career goals which to plan for

60% of those undecided about returning came with plan to take selected courses while 33% of those planning to return will take selected courses and 30% will pursue an AA and 28% a transfer program

Table 4

STATUS

| | N | % |
|---|---|---|
| Returning | 139 | 29 |
| Non-Returning | 344 | 71 |

New Units - Fall 78

| | N | % |
|---|---|---|
| 0 | 14 | 10.0 |
| 1 - 3 | 27 | 19.4 |
| 4 - 6 | 25 | 18.0 |
| 7 - 9 | 17 | 12.2 |
| 10 - 12 | 19 | 13.7 |
| 13 - 15 | 16 | 11.5 |
| 16 - 20 | 20 | 14.4 |
| 20+ | 1 | 0.8 |
| | 139 | |

SEMESTERS COMPLETED

| | | |
|---|---|---|
| 0 | 116 | 24.0 |
| 1 | 200 | 41.4 |
| 2 | 167 | 34.6 |
| | 483 | |

Table 5

Cumulative Units Completed

| | N | % |
|---|---|---|
| 0 | 219 | 45.3 |
| 1 - 3 | 71 | 14.7 |
| 4 - 6 | 48 | 9.9 |
| 7 - 9 | 24 | 5.0 |
| 10 - 12 | 32 | 6.6 |
| 13 - 15 | 18 | 3.7 |
| 16 - 20 | 33 | 6.8 |
| 21 - 25 | 19 | 3.9 |
| 26 - 30 | 12 | 2.5 |
| 31+ | 7 | 1.6 |
| | 483 | |

Cumulative Units Attempted

| | N | % |
|---|---|---|
| 0 | 213 | 44.1 |
| 1 - 3 | 75 | 15.5 |
| 4 - 6 | 48 | 9.9 |
| 7 - 9 | 23 | 4.8 |
| 10 - 12 | 34 | 7.0 |
| 13 - 15 | 17 | 3.5 |
| 16 - 20 | 33 | 6.8 |
| 21 - 25 | 21 | 4.3 |
| 26 - 30 | 12 | 2.5 |
| 31+ | 7 | 1.6 |
| | 483 | |

Table 6

Cumulative GPA

| | N | % |
|---|---|---|
| 0.00 | 228 | 47 |
| 0.01 - 0.99 | 6 | 1 |
| 1.00 - 1.99 | 44 | 9 |
| 2.00 - 2.99 | 93 | 19 |
| 3.00 - 3.99 | 79 | 16 |
| 4.00 | 33 | 7 |
| | 483 | |

Number Units Withdrawn (W)

| | N | % |
|---|---|---|
| 0 | 244 | 51 |
| 1 - 3 | 108 | 22 |
| 4 - 6 | 47 | 12 |
| 7 - 9 | 34 | 7 |
| 10 - 12 | 21 | 4 |
| 13 - 15 | 8 | 2 |
| 16 - 20 | 7 | 1.5 |
| 21 - 25 | 3 | .5 |
| 26 - 30 | 1 | 0 |

Table 7

BASIC SKILLS COURSES COMPLETED

| | N | % |
|---|---|---|
| 0 | 448 | 92.7 |
| 1 | 17 | 3.5 |
| 2 | 7 | 1.4 |
| 3 | 5 | 1.0 |
| 4 | 3 | .6 |
| 5 | 2 | .4 |
| 6+ | 1 | .2 |
| | 483 | |

NUMBER ENGLISH COURSES COMPLETED

| | N | % |
|---|---|---|
| | 450 | 93.2 |
| 1 | 25 | 5.2 |
| 2 | 7 | 1.4 |
| 3 | 1 | .2 |

Table 8

11. BASED ON YOUR EXPERIENCES AT WLAC, PLEASE RATE THE FOLLOWING COLLEGE ACTIVITIES AND SERVICES ACCORDING TO HOW WELL THEY HAVE SERVED YOUR PERSONAL AND EDUCATIONAL NEEDS.

RETURNING — % OF RESPONSES

| | N | never used | good | aver-age | poor |
|---|---|---|---|---|---|
| Counseling Services | 89 | 38 | 36 | 19 | 7 |
| EOP&S Program | 81 | 89 | 9 | 1 | 1 |
| Financial Aids | 83 | 78 | 13 | 8 | 0 |
| Job Placement | 84 | 92 | 7 | 0 | 2 |
| Admissions Office | 89 | 2 | 58 | 29 | 10 |
| Health Office | 85 | 84 | 11 | 6 | 0 |
| Handicapped Services | 85 | 95 | 2 | 1 | 1 |
| Child Care Center | 85 | 93 | 7 | 0 | 0 |
| Student Activities | 86 | 72 | 16 | 10 | 1 |
| College Athletics | 82 | 78 | 16 | 4 | 2 |
| Courses and Instruction | 84 | 7 | 64 | 26 | 2 |
| Basic Skills Program | 84 | 76 | 15 | 7 | 1 |
| Instructional Center | 85 | 64 | 24 | 8 | 1 |
| Outreach Classes | 85 | 68 | 24 | 8 | 0 |
| Community Services | 86 | 81 | 17 | 1 | 0 |

Table 9

11. Continued.

| NON-RETURNING | % OF RESPONSES | | | | |
|---|---|---|---|---|---|
| | N | never used | good | aver-age | poor |
| Counseling Services | 85 | 54 | 21 | 14 | 11 |
| EOP&S Program | 81 | 80 | 10 | 5 | 5 |
| Financial Aids | 83 | 79 | 14 | 1 | 5 |
| Job Placement | 83 | 81 | 10 | 2 | 7 |
| Admissions Office | 87 | 7 | 53 | 29 | 11 |
| Health Office | 80 | 94 | 3 | 4 | 0 |
| Handicapped Services | 84 | 93 | 2 | 2 | 2 |
| Child Care Center | 83 | 95 | 4 | 1 | 0 |
| Student Activities | 83 | 82 | 8 | 8 | 1 |
| College Athletics | 82 | 84 | 11 | 4 | 1 |
| Courses and Instruction | 89 | 20 | 48 | 24 | 7 |
| Basic Skills Program | 83 | 78 | 13 | 7 | 1 |
| Instructional Center | 83 | 78 | 17 | 2 | 2 |
| Outreach Classes | 84 | 82 | 14 | 1 | 2 |
| Community Services | 83 | 83 | 13 | 2 | 1 |

TABLE 10-1
Returning Student Questionnaire (RSQ)

| | | |
|---|---|---|
| 1. AT THE PRESENT TIME, WHAT IS YOUR PRIMARY GOAL AT WLAC? | N=92 | % |
| obtain new job skills | | 28.3 |
| improve existing skills | | 12.0 |
| earn college transfer credit | | 41.3 |
| personal interest and growth | | 16.3 |
| meet new and interesting people | | 0 |
| other | | 2.2 |
| 2. HAS YOUR GOAL CHANGED SINCE ENTERING WLAC? | N=91 | |
| yes | | 22.0 |
| no | | 78.0 |
| 3. HOW ARE YOU NOW WORKING TOWARD YOUR GOAL? | N=91 | |
| only taking selected course(s) | | 46.2 |
| completing a one year certificate | | 1.1 |
| earning an Associate in Arts degree | | 25.3 |
| completing transfer requirements | | 25.3 |
| other | | 2.2 |

TABLE 10-2
Returning Student Questionnaire (RSQ)

| 4. PLEASE RATE YOUR CHANCES OF ACHIEVING YOUR GOAL? | N=92 | % |
|---|---|---|
| very good | | 41.3 |
| good | | 42.4 |
| about 50/50 | | 16.3 |
| poor | | 0 |
| very poor | | 0 |

| 5. WHEN DO YOU EXPECT TO ACHIEVE YOUR GOAL? | N=91 | |
|---|---|---|
| this semester | | 2.2 |
| next semester | | 16.5 |
| next summer | | 15.4 |
| some future semester | | 49.5 |
| already satisfied goal | | 2.2 |
| no specific time | | 14.3 |
| never | | 0 |

| 6. WHAT IS THE HIGHEST COLLEGE DEGREE THAT YOU INTEND TO EARN? | N=90 | |
|---|---|---|
| no degree plans | | 13.3 |
| certificate | | 7.8 |
| Associate in Arts degree - AA | | 21.1 |
| Bachelors degree - BA, BS | | 21.1 |
| graduate degree MA, MS, PhD | | 26.7 |
| professional degree, JD, MD | | 6.7 |
| other | | 3.3 |

TABLE 10-3
Returning Student Questionnaire (RSQ)

| 7. ARE YOU NOW WORKING AT A PAYING JOB? | N=90 | % |
|---|---|---|
| yes | | 73.3 |
| no | | 26.7 |

| 8. IF YOU ARE WORKING, HOW MANY HOURS PER WEEK? | N=68 | |
|---|---|---|
| 15 or fewer | | 14.7 |
| between 16 and 30 | | 17.6 |
| 30 or more | | 67.6 |

| 9. IS YOUR JOB RELATED TO YOUR COLLEGE MAJOR? | N=68 | |
|---|---|---|
| yes | | 54.4 |
| no | | 45.6 |

TABLE 10-4
Returning Student Questionnaire (RSQ)

| 10. WHAT IS YOUR MAJOR FIELD OF STUDY AT WLAC? | N=93 | % |
|---|---|---|
| business | | 46.5 |
| education | | 7.0 |
| humanities | | 2.8 |
| engineering | | 1.4 |
| health sciences | | 15.5 |
| natural sciences | | 2.8 |
| social sciences | | 5.6 |
| technical-vocational | | 9.9 |
| undecided | | 8.5 |
| other | | 0 |

| 12. WHAT DO YOU CONSIDER TO BE THE MOST IMPORTANT REASON FOR YOUR CONTINUING TO ATTEND WLAC? | N=90 | |
|---|---|---|
| instruction and programs | | 22.2 |
| counseling services | | 0 |
| practical factors (cost, location) | | 28.9 |
| financial factors (grants, loans) | | 1.1 |
| social factors (friends, meeting people) | | 1.1 |
| involvement in student activities | | 0 |
| outside pressures to attend (family, employer) | | 0 |
| personal commitment to goals | | 35.6 |
| personal satisfaction and enjoyment | | 11.1 |
| other | | 0 |

TABLE 10-5
Returning Student Questionnaire (RSQ)

| 13. OVERALL, WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR EDUCATIONAL EXPERIENCES AT WLAC? | N=90 | % |
|---|---|---|
| very satisfying | | 26.7 |
| satisfying | | 41.1 |
| neutral (OK) | | 28.9 |
| disappointing | | 3.3 |
| very disappointing | | 0 |

TABLE 11-1
Non Returning Student Questionnaire

| | | |
|---|---|---|
| 1. WHAT WAS YOUR PRIMARY GOAL AT WLAC? | N=98 | % |
| obtain new job skills | | 19.4 |
| improve existing job skills | | 19.4 |
| earn college transfer credit | | 31.6 |
| personal interest and growth | | 25.5 |
| meet new and interesting people | | 0 |
| other | | 4.1 |
| 2. WERE YOU ABLE TO ACHIEVE YOUR GOAL AT WLAC? | N=95 | |
| yes | | 56.8 |
| no | | 43.2 |
| 3. HOW DID YOU WORK TOWARD YOUR GOAL AT WLAC? | N=93 | |
| only took selected course(s) | | 81.7 |
| completed a one year certificate | | 0 |
| earned an Associate in Arts degree | | 3.2 |
| completed transfer requirements | | 7.5 |
| other | | 7.5 |

TABLE 11-2
Non Returning Student Questionnaire

| 4. DO YOU PLAN TO RETURN TO WLAC IN THE FUTURE? | N=100 | % |
|---|---|---|
| yes, next semester | | 10 |
| yes, next summer | | 2 |
| yes, some future semester | | 25 |
| undecided | | 36 |
| no | | 27 |

| 5. WHAT IS THE HIGHEST COLLEGE DEGREE YOU INTEND TO EARN? | N=98 | |
|---|---|---|
| no degree plans | | 24.5 |
| Certificate | | 1.0 |
| Associate in Arts degree AA | | 6.1 |
| Bachelors degree BA, BS | | 24.5 |
| graduate degree MS, MA, PhD | | 29.6 |
| professional degree MD, JD | | 11.2 |
| other | | 3.1 |

| 6. WHAT IS YOUR PRESENT EMPLOYMENT STATUS? | N=100 | |
|---|---|---|
| employed full-time | | 60 |
| employed part-time | | 20 |
| unemployed, seeking a job | | 4 |
| unemployed, not seeking a job | | 11 |
| military on active duty | | 0 |
| full-time homemaker | | 5 |

Table 11-3
Non Returning Student Questionnaire

| 7. WHAT IS YOUR PRESENT SCHOOL STATUS? | N=99 | % |
|---|---|---|
| not attending school | | 68.7 |
| attending school part-time (12 units or less) | | 16.2 |
| attending school full-time (12 units or more) | | 15.1 |

| 8. WHAT WAS YOUR MAJOR FIELD OF STUDY AT WLAC? | N=79 | |
|---|---|---|
| business | | 41.8 |
| education | | 6.3 |
| humanities | | 1.3 |
| engineering | | 5.1 |
| health sciences | | 7.6 |
| natural sciences | | 3.8 |
| social sciences | | 10.1 |
| technical-vocational | | 5.1 |
| undecided | | 19.0 |
| other | | |

| 10. WHAT WAS THE MOST IMPORTANT REASON FOR YOUR DECISION TO STOP ATTENDING WLAC? | N=82 | |
|---|---|---|
| achieved educational goal | | 19.5 |
| changed educational goal | | 6.1 |
| obtained full-time employment/job conflict | | 22.0 |
| lack of financial support | | 3.7 |
| lack of interest in courses | | 7.3 |
| poor grades | | 1.2 |
| dissatisfaction with WLAC courses/instruction | | 9.8 |
| personal/family problems | | 15.9 |
| transportation problems/moved | | 14.6 |
| other | | |

TABLE 11-4
Non Returning Student Questionnaire

| 11. OVERALL, WHICH OF THE FOLLOWING STATMENTS BEST DESCRIBES YOUR EDUCATIONAL EXPERIENCES AT WLAC? | N=93 | % |
|---|---|---|
| very satisfying | | 15.1 |
| satisfying | | 46.2 |
| neutral (OK) | | 23.7 |
| disappointing | | 7.5 |
| very disappointing | | 7.5 |

TABLE 11-5
Non Returning Student Questionnaire

| 1. HOW DID YOU LOCATE YOUR JOB? | N=72 | % |
|---|---|---|
| held job already while at WLAC | | 48.6 |
| faculty at WLAC | | 1.4 |
| college placement office | | 1.4 |
| employment agency | | 4.2 |
| family or friends | | 19.4 |
| newspaper | | 8.3 |
| other | | 16.7 |

| 2. IS (WAS) YOUR JOB RELATED TO THE COURSE(S) YOU COMPLETED AT WLAC? | N=73 | |
|---|---|---|
| yes, directly related | | 31.5 |
| yes, somewhat related | | 23.3 |
| not at all related | | 45.2 |

TABLE 11-6
Non Returning Student Questionnaire

| DID THE COURSE(S) YOU TOOK AT WLAC: | N=72 |
|---|---|
| HELP YOU TO OBTAIN YOUR JOB | |
| yes | 19.4 |
| no | 80.6 |
| HELP YOU PERFORM YOUR JOB BETTER? | |
| yes | 57.5 |
| no | 42.5 |
| HELP MAKE YOUR JOB MORE SATISFYING? | |
| yes | 47.9 |
| no | 52.1 |
| HELP YOU EARN PROMOTIONS OR PAY RAISES? | |
| yes | 17.8 |
| no | 82.2 |

TABLE 11-7
Non Returning Student Questionnaire

| | | |
|---|---|---|
| 4. WOULD YOU RECOMMEND THE COURSE(S) YOU TOOK AT WLAC TO OTHERS IN YOUR FIELD? | N=72 | % |
| yes | | 54.2 |
| maybe | | 27.8 |
| no | | 18.0 |
| 5. HOW WELL DOES YOUR PRESENT JOB FIT YOUR LONG-RANGE GOALS? | N=73 | |
| very well | | 38.4 |
| somewhat | | 38.4 |
| not at all | | 16.4 |
| no long-range goals | | 6.8 |
| 6. DO YOU PLAN TO RETURN TO SCHOOL FOR ADDITIONAL TRAINING IN THE FUTURE? | N=71 | |
| yes | | 77.5 |
| no | | 5.6 |
| undecided | | 16.9 |

TABLE 11-8
Non Returning Student Questionnaire

If you have enrolled in another school since attending WLAC, please answer the following questions.

| 1. WHAT TYPE OF SCHOOL ARE YOU CURRENTLY (OR HAVE YOU MOST RECENTLY BEEN) ATTENDING? | N=44 | % |
|---|---|---|
| community college | | 45.5 |
| state college or university (Cal State) | | 27.3 |
| University of California (UCLA) | | 2.3 |
| private college or university (USC) | | 9.1 |
| vocational or technical school | | 4.5 |
| other | | 11.4 |

| 2. HOW WELL DID WLAC PREPARE YOU FOR CONTINUING YOUR EDUCATION | N=43 | |
|---|---|---|
| very well | | 37.2 |
| adequately | | 39.5 |
| poorly | | 23.3 |

| 3. WERE YOUR COURSES AT WLAC RELATED TO YOUR CURRENT EDUCATIONAL PROGRAM? | N=46 | |
|---|---|---|
| very related | | 41.3 |
| somewhat related | | 43.5 |
| not at all related | | 15.2 |

TABLE 11-9
Non Returning Student Questionnaire

| | N=44 | % |
|---|---|---|
| 4. DID YOU HAVE ANY PROBLEMS IN TRANSFERRING TO THIS OTHER SCHOOL? | | |
| no | | 90.9 |
| yes | | 9.1 |
| IF SO, WHAT TYPES OF PROBLEMS? | | |
| credit | | |
| transcripts | | |
| admissions | | |
| financial | | |
| academic | | |
| other | | |

| | N=36 | |
|---|---|---|
| 5. WHAT IS YOUR APPROXIMATE GRADEPOINT AVERAGE AT YOUR NEW SCHOOL? | | |
| 3.5 or higher | | 22.2 |
| 3.0 - 3.4 | | 41.7 |
| 2.5 - 2.9 | | 13.9 |
| 2.0 - 2.4 | | 8.3 |
| lower than 2.0 | | 0 |
| no grades given at my school | | 13.9 |

TABLE 12

Follow-up-Goals

| | Returning | Non Returning |
|---|---|---|
| obtain skills | 28.3 | 19.4 |
| improve skills | 12.0 | 19.4 |
| earn transfer credit | 41.3 | 31.6 |
| personal interest | 16.3 | 25.5 |
| meet people | 0 | 0 |
| other | 2.2 | 4.1 |

Follow-up-Work Toward Goal

| | Returning | Non Returning |
|---|---|---|
| selected classes | 46.2 | 81.7 |
| Certificate | 1.1 | 0 |
| AA | 25.3 | 3.2 |
| transfer | 25.3 | 7.5 |
| other | 2.2 | 7.5 |

Follow-up -Major

| | Returning | Non Returning |
|---|---|---|
| Business | 46.5 | 41.8 |
| Education | 7.0 | 6.3 |
| Humanities | 2.8 | 1.3 |
| Engineering | 1.4 | 5.1 |
| Health Science | 15.5 | 7.6 |
| Natural Science | 2.8 | 3.8 |
| Social Science | 5.6 | 10.1 |
| Tech-Vocational | 9.9 | 5.1 |
| Undecided | 8.5 | 19.0 |

TABLE 13-1

Sex X Status

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % of sample |
| Men | 64 | 31.2 | 138 | 68.3 | 202 | 41.8 |
| Women | 75 | 26.8 | 206 | 73.2 | 280 | 58.2 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

TABLE 13-2

Age X Status

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % of sample |
| Under 20 | 46 | 35.9 | 82 | 64.1 | 128 | 26.5 |
| 20 - 24 | 25 | 22.7 | 84 | 77.1 | 109 | 22.6 |
| 25 - 29 | 27 | 28.7 | 67 | 71.3 | 94 | 19.5 |
| 30 - 39 | 22 | 26.8 | 60 | 73.2 | 82 | 17.6 |
| 40 - 49 | 10 | 25.6 | 29 | 74.4 | 39 | 8.1 |
| 50 - 59 | 8 | 33.3 | 16 | 67.7 | 24 | 5.0 |
| 60+ | 1 | 14.3 | 6 | 85.7 | 7 | 1.4 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

Retention is highest among the youngest group of students (under 20) while the next largest & youngest group (20 - 24) have the poorest retention (except for the few 60+ students). One possible explanation for this is that these slightly older students are either still searching for a career goal having not found a direction in the first two years out of school (44% are transfer oriented) or they have other commitment in jobs, family or expenses that interfere with attendind classes.

TABLE 13-3

Income X Status

| $ | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % of sample |
| < 2500 | 11 | 29.7 | 26 | 70.3 | 37 | 7.7 |
| 2500 - 5000 | 13 | 25 | 39 | 75 | 52 | 10.8 |
| 5000 - 7500 | 10 | 30.3 | 23 | 69.7 | 33 | 6.8 |
| > 7500 | 50 | 28.7 | 124 | 71.3 | 174 | 36.0 |
| no resp | 55 | 29.7 | 132 | 70.3 | 187 | 38.3 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

TABLE 13-4

Working by Status

| | Returning N | Returning % | Non Returning N | Non Returning % | Total N | % of Sample |
|---|---|---|---|---|---|---|
| not working | 24 | 26.7 | 66 | 73.3 | 90 | 18.6 |
| working | 13 | 30.2 | 30 | 69.8 | 43 | 8.9 |
| <15 | 12 | 29.3 | 29 | 70.7 | 41 | 8.5 |
| 16 - 30 | 20 | 25.3 | 59 | 74.7 | 79 | 16.4 |
| >30 | 60 | 31.6 | 130 | 68.4 | 190 | 39.3 |
| no resp | 10 | 25. | 30 | 75 | 40 | 8.3 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

Students working full-time have best retention breakdown - commitment necessary to work and go to school.

TABLE 13-5

Highest degree by Status

| | Returning N | Returning % | Non Returning N | Non Returning % | Total N | % of Sample |
|---|---|---|---|---|---|---|
| No degree | 26 | 26.5 | 72 | 73.5 | 98 | 20.3 |
| Certificate | 5 | 25. | 15 | 75. | 20 | 4.1 |
| AA | 20 | 33.9 | 39 | 66.1 | 59 | 12.2 |
| BA | 35 | 30.2 | 81 | 69.8 | 116 | 24 |
| Graduate | 36 | 31. | 80 | 69. | 116 | 24 |
| Professional | 9 | 27. | 24 | 73. | 33 | 6.8 |
| Other | 1 | 11. | 8 | 89. | 9 | 1.9 |
| No response | 7 | 21. | 25 | 79. | 32 | 6.6 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

no degree plans and limited objects ---> poor retention is highest retention among those students planning to earn an AA - (realistic obtainable degree)

TABLE 13-6

Status by plan for reaching goal

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % of Sample |
| selected courses | 38 | 18.2 | 171 | 81.8 | 209 | 43.3 |
| certificate | 5 | 31.3 | 11 | 68.7 | 16 | 3.3 |
| AA | 37 | 35.9 | 66 | 64.1 | 103 | 21.3 |
| transfer | 48 | 40.7 | 70 | 59.3 | 118 | 24.4 |
| other | 3 | 50. | 3 | 50. | 6 | 6 |
| no response | 8 | 26. | 23 | 74. | 31 | 31 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

highest attrition among students with limited objectives to take selective courses rather than to commit themselves to some degree program.

On the other hand those students seeking to reach their goals through completing a transfer oriented program were most likely to remain in school.

TABLE 13-7

Goal X Status

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % of sample |
| obtain job skills | 29 | 25.2 | 86 | 74.8 | 115 | 23.8 |
| improve job skills | 21 | 31.8 | 45 | 68.2 | 66 | 13.7 |
| transfer | 55 | 35.5 | 100 | 64.5 | 155 | 32.1 |
| personal interest | 24 | 22.6 | 82 | 77.4 | 106 | 21.9 |
| meet people | 1 | 50 | 1 | 50 | 2 | 0.4 |
| find about college | 2 | 25 | 6 | 75 | 8 | 1.6 |
| other | 2 | 25 | 6 | 75 | 8 | 1.6 |
| no response | 5 | 22 | 18 | 78 | 23 | 4.8 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

-highest retention among transfer oriented followed by those seeking to improve job skills

-greatest attrition among personal interest students

Table 13-8

Units X Status

| | Returning | | Non Returning | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | | |
| 0 | 3 | 30.0 | 7 | 70.0 | 10 | 2.1 |
| 1 - 3 | 27 | 19.0 | 115 | 81.0 | 142 | 29.4 |
| 4 - 6 | 38 | 32.2 | 80 | 67.8 | 118 | 24.4 |
| 7 - 9 | 20 | 28.2 | 51 | 71.8 | 71 | 14.7 |
| 10 - 12 | 30 | 44.8 | 37 | 55.2 | 67 | 13.9 |
| 13 - 15 | 13 | 25.0 | 39 | 75.0 | 52 | 10.8 |
| 16 - 20 | 7 | 41.1 | 10 | 58.9 | 17 | 3.5 |
| 21 - 25 | 1 | 16.7 | 5 | 83.3 | 6 | 1.2 |
| | 139 | 28.8 | 344 | 71.2 | 483 | |

highest attrition among students enrolling in 1-3 units

highest retention among students enrolling in 10-12 units

TABLE 14-1

Age X Goals

Distribution of goals by age

| | |
|---|---|
| under 20 | 47.7% transfer, 21.9% obtain skills, 12.5% Per Int |
| 20 - 24 | 44% transfer, 20% obtain skills, 16% per interest, 12% improve skills |
| 25 - 29 | 28% personal interest, 25% obtain skills, 21% transfer, 20% improve skills |
| 30 - 39 | 29% personal interest, 26% obtain skills, 19% transfer, 17% improve skills |
| 40 - 49 | 31% personal interest and obtain skills, 15% transfer, 13% improve skills |
| 50 - 59 | 33% obtain skills, 25% personal interest, 17% transfer, 13% improve skills |
| 60+ | 71% personal interest, 14% improve skills, 14% no response |

TABLE 14-2

Goals by Units

| | |
|---|---|
| obtain job skills | - 1-3 units 31%, 4-6 24%, 7-9 18% |
| improve job skills | - 1-3 units 41%, 4-6 38%, 7-9 12% |
| transfer credit | - 4-6 units 24%, 10-12 19%, 13-15 19% |
| personal interest | - 1-3 units 45.3%, 4-6 20%, 7-9 13% |

* * *

| | |
|---|---|
| 1 - 3 | interest 34%, obtain job skills 25% |
| 4 - 6 | transfer 31%, obtain skills 23% |
| 7 - 9 | transfer 30%, obtain skills 30% |
| 10 - 12 | transfer 44.8%, obtain skills 22% |
| 13 - 15 | transfer 59%, obtain skills 22% |
| 16 - 18 | transfer 84% |

* * *

overall evaluation of 2way frequency distribution shows:

9.9% personal interest/1-3 units

7.7% transfer/4-6 units

7.5% obtain skills/1-3 units

6.2% transfer/10-12 units

6.0% transfer/13-15 units

TABLE 15

Follow-up-Highest Degree Plan

| | Returning | Non Returning |
|---|---|---|
| no degree | 13.3 | 24.5 |
| Certificate | 7.8 | 1.0 |
| AA | 21.1 | 6.1 |
| BA | 21.7 | 24.5 |
| graduate | 26.7 | 29.6 |
| professional | 6.7 | 11.2 |
| other | 3.3 | 3.1 |

TABLE 16

| | P.T. 1-9 units | F.T. 10+ units |
|---|---|---|
| obtain skills | (84) 17.4% | (29) 7.3% |
| improve skills | (60) 12.5% | (5) 1.0% |
| transfer | (78) 16.1% | (73) 15.1% |
| personal interest | (83) 17.1% | (21) 4.4% |

TABLE 17

Regdate X Goal

-personal interest - 21.9% of entering students goal highest among students enrolling during 1st week of school (24.5%) also time when greatest # of those with personal interest goal enroll (32.9%).

-other primary goals- obtain job skills (23.8%), improve job skills (13.7%), earn transfer credit (32.1%) - seem to enroll at a rather constant rate during the seven weeks of registration with a slight drop-off rate once school begins.

Place emphasis on counseling young transfer or occupational students --- highest retention while older "non-traditional" personal interest oriented students exhibit highest attrition.

Suggests development of programs for part-time personal interest oriented students or at least a closer analysis of why these students attend and then leave the college.

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